Indexes for Volume 29, 2000, of *Educational Researcher*

Author Index

Alexander, Patricia A. No. 2, p. 28
Anderson, John R., Greeno, James G., Reder, Lynne M., & Simon, Herbert A. No. 4, p. 11
Anderson, Richard C. See Taylor, Barbara M.
Au, Kathryn H. See Taylor, Barbara M.
Biddle, Bruce J. See Payne, Kevin J.
Borko, Hilda. See Putnam, Ralph T.
Bracey, Gerald W. No. 4, p. 4
Cahan, Sorel. No. 1, p. 31
Carnoy, Martin. No. 7, p. 15
Donato, Rubén & Lazerson, Marvin. No. 8, p. 4
Dougherty, Jack. No. 8, p. 16
English, Fenwick. No. 7, p. 21
Errante, Antionette. No. 2, p. 16
Farahmandpur, Ramin. See McLaren, Peter.
Fletcher, Jack M. See Foorman, Barbara R.
Foorman, Barbara R., Fletcher, Jack M., Francis, David J., & Schatschneider, Chris. No. 6, p. 27
Francis, David J. See Foorman, Barbara R.
Friedman, Stephen J. No. 5, p. 18
Goldhaber, Dan. No. 8, p. 21
Greeno, James G. See Anderson, John R.
Lazerson, Marvin. See Donato, Rubén.
Levin, Joel R. & Robinson, Daniel H. No. 1, p. 34
Lewis, Catherine. See Linn, Marcia.
Linn, Marcia, Lewis, Catherine, Tsuchida, Ineko, & Songer, Nancy Butler. No. 3, p. 4
Linn, Robert L. No. 2, p. 4
Macedo, Donaldo. No. 3, p. 15
Mahoney, Kathleen A. No. 8, p. 18
Mathes, Patricia G. & Torgesen, Joseph K. No. 6, p. 4
Mayer, Richard E. No. 6, p. 38
McLaren, Peter & Farahmandpur, Ramin. No. 3, p. 25
Mittig, Kathleen C. & Thompson, Bruce. No. 4, p. 14
Payne, Kevin J. & Biddle, Bruce J. No. 7, 27
Peshkin, A. No. 9, p. 5
Pillow, Wanda S. No. 5, p. 21
Popkewitz, Thomas S. No. 1, p. 17
Putnam, Ralph T. & Borko, Hilda. No. 1, p. 4
Raphael, Taffy E. See Taylor, Barbara M.
Reder, Lynne M. See Anderson, John R.
Robinson, Daniel H. See Levin, Joel R.
Schatschneider, Chris. See Foorman, Barbara R.
Shepard, Lorrie. No. 7, p. 4
Simon, Herbert A. See Anderson, John R.
Songer, Nancy Butler. See Linn, Marcia.
St. Pierre, Elizabeth Adams. No. 5, p. 25
Taylor, Barbara M., Anderson, Richard C., Au, Kathryn H., & Raphael, Taffy E. No. 6, p. 16
Thompson, Bruce. See Mittag, Kathleen C.
Torgesen, Joseph K. See Mathes, Patricia G.
Turner, Sarah E. No. 5, p. 15
Tsuchida, Ineko. See Linn, Marcia.
Tyack, David. No. 8, p. 19
Wright, Handel Kashope. No. 5, p. 4

Book Reviewer Index

Dilg, Mary. No. 9, p. 24
Hafernik, Johnnie Johnson. No. 8, p. 23
Howard, Gary R. No. 9, p. 21
Kinzie, Jillian. See Stage, Frances K.
Lather, Patti. See Weems, Lisa.
Leistyna, Pepi. No. 3, p. 25
McIntyre, Alice. No. 9, p. 26
Mickelson, Roslyn Arlin. See Welner, Kevin G.
Rosiek, Jerry. See Young, Michelle D.
Sheets, Rosa Hernández. No. 9, p. 15
Søndergaard, Dorte Marie. No. 7, p. 31
Stage, Frances K. & Kinzie, Jillian. No. 5, p. 29
Weems, Lisa & Lather, Patti. No. 6, p. 41
Welner, Kevin G. & Mickelson, Roslyn Arlin. No. 4, p. 22
Young, Michelle D. & Rosiek, Jerry. No. 2, p. 39

Title Index

Advancing the Field or Taking Center Stage: The White Movement in Multicultural Education, *Rosa Hernández Sheets*, No. 9, p. 15
Angels and Research, *Dorte Marie Søndergaard*, No. 7, p. 31
Are Historians of Education "Bowling Along"? Response to Donato and Lazerson, *Jack Dougherty*, No. 8, p. 16
Assessments and Accountability, *Robert L. Linn*, No. 2, p. 4
Avoiding the Tragedy That Awaits Us: Reviving the Spirit(s) of Revolution, *Pepi Leistyna*, No. 3, p. 34
Beleaguered Academics and Pleasured Nostalgia, *Frances K. Stage & Jillian Kinzie*, No. 5, p. 29
Beyond Fourth-Grade Science: Why Do U.S. and Japanese Students Diverge? *Marcia C. Linn, Catherine Lewis, Ineko Tsuchida, & Nancy Butler Songer*, No. 3, p. 4
But Sometimes You're Not Part of the Story: Oral Histories and Ways of Remembering and Telling, *Antoinette Errante*, No. 2, p. 16
A Call for Equity in Reading Instruction for All Students: A Response to Allington and Woodside-Jiron, *Patricia G. Mathes & Joseph K. Torgesen*, No. 6, p. 4
The Call for Intelligibility in Postmodern Educational Research, *Elizabeth Adams St. Pierre*, No. 5, p. 25
The Colonialism of the English Only Movement, *Donaldo Macedo*, No. 3, p. 15
A Comment on "Poor School Funding, Child Poverty, and Mathematics Achievement," *Sarah E. Turner*, No. 5, p. 15
A Critical Appraisal of Sara Lawrence-Lightfoot's *Portraiture* as a Method of Educational Research, *Fenwick W. English*, No. 7, p. 21
Deciphering Attempts to Decipher Postmodern Educational Research, *Wanda S. Pillow*, No. 5, p. 21
The Denial of Change in Educational Change: Systems of Ideas in the Construction of National Policy and Evaluation, *Thomas S. Popkewitz*, No. 1, p. 17
Discretion in the Translation of Research to Policy: A Case From Beginning Reading, *Barbara M. Taylor, Richard C. Anderson, Kathryn H. Au, & Taffy E. Raphael*, No. 6, p. 16
The Ebonics Controversy and the Education of African American Children, *Johnnie Johnson Hafernik*, No. 8, p. 21
Funding, Poverty, and Mathematics Achievement: A Rejoinder to Sarah E. Turner, *Kevin J. Payne & Bruce J. Biddle*, No. 7, p. 27
How Much of a Problem? A Reply to Ingersoll's "The Problem of Underqualified Teachers in American Secondary Schools," *Stephen J. Friedman*, No. 5, p. 18

Indexes for Volume 29, 2000, of *Educational Researcher*

Author Index

Alexander, Patricia A. No. 2, p. 28
Anderson, John R., Greeno, James G., Reder, Lynne M., & Simon, Herbert A. No. 4, p. 11
Anderson, Richard C. See Taylor, Barbara M.
Au, Kathryn H. See Taylor, Barbara M.
Biddle, Bruce J. See Payne, Kevin J.
Borko, Hilda. See Putnam, Ralph T.
Bracey, Gerald W. No. 4, p. 4
Cahan, Sorel. No. 1, p. 31
Carnoy, Martin. No. 7, p. 15
Donato, Rubén & Lazerson, Marvin. No. 8, p. 4
Dougherty, Jack. No. 8, p. 16
English, Fenwick. No. 7, p. 21
Errante, Antionette. No. 2, p. 16
Farahmandpur, Ramin. See McLaren, Peter.
Fletcher, Jack M. See Foorman, Barbara R.
Foorman, Barbara R., Fletcher, Jack M., Francis, David J., & Schatschneider, Chris. No. 6, p. 27
Francis, David J. See Foorman, Barbara R.
Friedman, Stephen J. No. 5, p. 18
Goldhaber, Dan. No. 8, p. 21
Greeno, James G. See Anderson, John R.
Lazerson, Marvin. See Donato, Rubén.
Levin, Joel R. & Robinson, Daniel H. No. 1, p. 34
Lewis, Catherine. See Linn, Marcia.
Linn, Marcia, Lewis, Catherine, Tsuchida, Ineko, & Songer, Nancy Butler. No. 3, p. 4
Linn, Robert L. No. 2, p. 4
Macedo, Donaldo. No. 3, p. 15
Mahoney, Kathleen A. No. 8, p. 18
Mathes, Patricia G. & Torgesen, Joseph K. No. 6, p. 4
Mayer, Richard E. No. 6, p. 38
McLaren, Peter & Farahmandpur, Ramin. No. 3, p. 25
Mittig, Kathleen C. & Thompson, Bruce. No. 4, p. 14
Payne, Kevin J. & Biddle, Bruce J. No. 7, 27
Peshkin, A. No. 9, p. 5
Pillow, Wanda S. No. 5, p. 21
Popkewitz, Thomas S. No. 1, p. 17
Putnam, Ralph T. & Borko, Hilda. No. 1, p. 4
Raphael, Taffy E. See Taylor, Barbara M.
Reder, Lynne M. See Anderson, John R.
Robinson, Daniel H. See Levin, Joel R.
Schatschneider, Chris. See Foorman, Barbara R.
Shepard, Lorrie. No. 7, p. 4
Simon, Herbert A. See Anderson, John R.
Songer, Nancy Butler. See Linn, Marcia.
St. Pierre, Elizabeth Adams. No. 5, p. 25
Taylor, Barbara M., Anderson, Richard C., Au, Kathryn H., & Raphael, Taffy E. No. 6, p. 16
Thompson, Bruce. See Mittag, Kathleen C.
Torgesen, Joseph K. See Mathes, Patricia G.
Turner, Sarah E. No. 5, p. 15
Tsuchida, Ineko. See Linn, Marcia.
Tyack, David. No. 8, p. 19
Wright, Handel Kashope. No. 5, p. 4

Book Reviewer Index

Dilg, Mary. No. 9, p. 24
Hafernik, Johnnie Johnson. No. 8, p. 23
Howard, Gary R. No. 9, p. 21
Kinzie, Jillian. See Stage, Frances K.
Lather, Patti. See Weems, Lisa.
Leistyna, Pepi. No. 3, p. 25
McIntyre, Alice. No. 9, p. 26
Mickelson, Roslyn Arlin. See Welner, Kevin G.
Rosiek, Jerry. See Young, Michelle D.
Sheets, Rosa Hernández. No. 9, p. 15
Søndergaard, Dorte Marie. No. 7, p. 31
Stage, Frances K. & Kinzie, Jillian. No. 5, p. 29
Weems, Lisa & Lather, Patti. No. 6, p. 41
Welner, Kevin G. & Mickelson, Roslyn Arlin. No. 4, p. 22
Young, Michelle D. & Rosiek, Jerry. No. 2, p. 39

Title Index

Advancing the Field or Taking Center Stage: The White Movement in Multicultural Education, *Rosa Hernández Sheets*, No. 9, p. 15
Angels and Research, *Dorte Marie Søndergaard*, No. 7, p. 31
Are Historians of Education "Bowling Along"? Response to Donato and Lazerson, *Jack Dougherty*, No. 8, p. 16
Assessments and Accountability, *Robert L. Linn*, No. 2, p. 4
Avoiding the Tragedy That Awaits Us: Reviving the Spirit(s) of Revolution, *Pepi Leistyna*, No. 3, p. 34
Beleaguered Academics and Pleasured Nostalgia, *Frances K. Stage & Jillian Kinzie*, No. 5, p. 29
Beyond Fourth-Grade Science: Why Do U.S. and Japanese Students Diverge? *Marcia C. Linn, Catherine Lewis, Ineko Tsuchida, & Nancy Butler Songer*, No. 3, p. 4
But Sometimes You're Not Part of the Story: Oral Histories and Ways of Remembering and Telling, *Antoinette Errante*, No. 2, p. 16
A Call for Equity in Reading Instruction for All Students: A Response to Allington and Woodside-Jiron, *Patricia G. Mathes & Joseph K. Torgesen*, No. 6, p. 4
The Call for Intelligibility in Postmodern Educational Research, *Elizabeth Adams St. Pierre*, No. 5, p. 25
The Colonialism of the English Only Movement, *Donaldo Macedo*, No. 3, p. 15
A Comment on "Poor School Funding, Child Poverty, and Mathematics Achievement," *Sarah E. Turner*, No. 5, p. 15
A Critical Appraisal of Sara Lawrence-Lightfoot's *Portraiture* as a Method of Educational Research, *Fenwick W. English*, No. 7, p. 21
Deciphering Attempts to Decipher Postmodern Educational Research, *Wanda S. Pillow*, No. 5, p. 21
The Denial of Change in Educational Change: Systems of Ideas in the Construction of National Policy and Evaluation, *Thomas S. Popkewitz*, No. 1, p. 17
Discretion in the Translation of Research to Policy: A Case From Beginning Reading, *Barbara M. Taylor, Richard C. Anderson, Kathryn H. Au, & Taffy E. Raphael*, No. 6, p. 16
The Ebonics Controversy and the Education of African American Children, *Johnnie Johnson Hafernik*, No. 8, p. 21
Funding, Poverty, and Mathematics Achievement: A Rejoinder to Sarah E. Turner, *Kevin J. Payne & Bruce J. Biddle*, No. 7, p. 27
How Much of a Problem? A Reply to Ingersoll's "The Problem of Underqualified Teachers in American Secondary Schools," *Stephen J. Friedman*, No. 5, p. 18

Interrogating Whiteness, *Michelle D. Young & Jerry Rosiek*, No. 2, p. 39
Nailing Jell-O to the Wall: Pinpointing Aspects of State-of-the-Art Curriculum Theorizing, *Handel Kashope Wright*, No. 5, p. 4
A National Survey of AERA Members' Perceptions of Statistical Significance Tests and Other Statistical Issues, *Kathleen C. Mittag & Bruce Thompson*, No. 4, p. 14
The Nature of Interpretation in Qualitative Research, *Alan Peshkin*, No. 9, p. 5
New Directions in American Educational History: Problems and Prospects, *Rubén Donato & Marvin Lazerson*, No. 8. p. 4
New Times, New Questions, *Kathleen A. Mahoney*, No. 8, p. 18
Perspectives on Learning, Thinking, and Activity, *John R. Anderson, James G. Greeno, Lynne M. Reder, & Herbert A. Simon*, No. 4, p. 11
A Psychoanalysis We Can Bear to Learn From, *Lisa Weems & Patti Lather*, No. 6, p. 41
Reconsidering Marx in Post-Marxist Times: A Requiem for Postmodernism? *Peter McLaren & Ramin Farahmandpur*, No. 3, p. 25
Reflections on Histories of U.S. Education, *David Tyack*, No. 8, p. 19
Reflections on the "White Movement" in Multicultural Education, *Gary R. Howard*, No. 9, p. 21
Rejoinder: Statistical Hypothesis Testing, Effect-Size Estimation, and the Conclusion Coherence of Primary Research Studies, *Joel R. Levin & Daniel H. Robinson*, No. 1, p. 34
Response: Misrepresentation of Research by Other Researchers, *Barbara R. Foorman, Jack M. Fletcher, David J. Francis, & Chris Schatschneider*, No. 6, p. 27
A Response to Rosa Hernández Sheets, *Alice McIntyre*, No. 9, p. 26
Response to Rosa Hernández Sheets's Review of *Race and Culture, Mary Dilg*, No. 9, p. 24
The Role of Assessment in a Learning Culture, *Lorrie A. Shepard*, No. 7, p. 4
School Choice: Do We Know Enough? *Dan Goldhaber*, No. 8, p. 21
School Choice? Or is it Privatization? *Martin Carnoy*, No. 7, p. 15
School Reform, Politics, and Tracking: Should We Pursue Virtue? *Kevin G. Welner & Roslyn Arlin Mickelson*, No. 4, p. 22
Statistical Significance is Not a "Kosher Certificate" for Observed Effects: A Critical Analysis of the Two-Step Approach to the Evaluation of Empirical Results, *Sorel Cahan*, No. 1, p. 31
The TIMSS "Final Year" Study and Report: A Critique, *Gerald W. Bracey*, No. 4, p. 4
Toward a Model of Academic Development: Schooling and the Acquisition of Knowledge, *Patricia A. Alexander*, No. 2, p. 28
What Do New Views of Knowledge and Thinking Have to Say About Research on Teacher Learning? *Ralph T. Putnam & Hilda Borko*, No. 1, p. 4
What is the Place of Science in Educational Research? *Richard E. Mayer*, No. 6, p. 38

Books Reviewed

Becoming Good American Schools: The Struggle for Civic Virtue in School Reform, *by Jeanne Oakes, Karen Hunter Quartz, Steve Ryan, & Martin Lipton*, No. 4, p. 22
Che Guevara, Paulo Freire, and the Pedagogy of Revolution, *by Peter McLaren*, No. 4, p. 34
Lost Subjects, Contested Objects: Toward a Psychoanalytic Inquiry of Learning, *by Deborah P. Britzman*, No. 6, p. 41
Making Meaning of Whiteness: Exploring the Racial Identity of White Teachers, *by Alice McIntyre*, No. 9, p. 26
The Pleasures of Academe: A Celebration and Defense of Higher Education, *by James Axtell*, No. 5, p. 29
Race and Culture in the Classroom: Teaching and Learning Through Multicultural Education, *by Mary A. Dilg*, No. 9, p. 24
The Real Ebonics Debate: Power, Language, and the Education of African-American Children, *by Theresa Perry & Lisa Delpit (Eds.)*, No. 8, p. 23
Tracking Wars: State Reform Meets School Policy, *by Tom Loveless*, No. 4, p. 22
Troubling the Angels: Women Living With HIV/AIDS, *by Patti Lather & Chris Smithies*, No. 7, p. 31
We Can't Teach What We Don't Know: White Teachers, Multiracial Schools, *by Gary Howard*, No. 9, p. 21
White Reign: Deploying Whiteness in America, *by J. L. Kincheloe, S. R. Steinberg, N. M. Rodriguez, & R. E. Chennault (Eds.)*, No. 2, p. 39

UPDATE

Call for Nominations

AERA invites nominations for the **Willystine Goodsell Award,** presented annually to an individual who has served AERA through scholarship, activism, and community building on behalf of women, girls, and education. The award will be presented by the AERA Committee on the Role and Status of Women in Educational Research and Development, The Research on Women and Education SIG, and Women Educators at the 2001 AERA Annual Meeting in Seattle. Send three copies of letters of nomination, including resumes of nominees, by January 1, 2001, to Dolores Perin, Teachers College, Columbia University, Box 70, 525 W. 120th Street, New York, NY 10027, **perin@exchange.tc.columbia.edu**.

Calls for Submissions

Norman K. Denzin, editor of ***Studies in Symbolic Interaction: A Research Annual***, invites submissions to Volume 25, 2001. The deadline is June 1, 2001. Send submissions (5 copies) and a $10.00 processing fee (waived for graduate students), made out to the University of Illinois, to: Norman K. Denzin, *Studies in Symbolic Interaction: A Research Annual*, Institute of Communications Research, University of Illinois, 228 Gregory Hall, 810 South Wright Street, Urbana, IL 61801; ph: 217-333-0795; fax: 217-244-7695; e-mail: **n-denzin@uiuc.edu**.

Deceased

Dick Jaeger, Greensboro, NC